

# BONNEVILLE PRIMARY SCHOOL

*Success for today, prepared for tomorrow*

## Inclusion Policy

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Signed

  
Ms A. Parker Lead Headteacher

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## Aims

At Bonneville we are committed to the inclusion of all children, young people and adults, who come into contact with the school, whatever their cultural background, ethnicity, gender, religion, sexual orientation, intellectual ability or physical ability.

We will strive to develop an inclusive environment where the learning, wellbeing, safety, enjoyment, achievement, contribution, aspirations and attitudes of all children are fully maximised, and where staff, pupils, parents and others feel welcome and valued. This will involve the development of inclusive practice across the school in all aspects of its functioning, in particular the development of an inclusive curriculum, the provision of accessible physical space, and the fostering of an inclusive social environment. The Bonneville Inclusion policy will set out the ways in which we will endeavour to make this happen.

We recognise that some individuals or groups may require specific additional support to achieve these aims, and therefore the policy will also address our approach to the following clearly defined groups:

- Learners with Learning Difficulties
- Learners with disabilities
- Learners from all ethnic groups
- Learners for whom English is an Additional Language
- Learners with social, emotional and behavioural needs
- Learners who are vulnerable

Note that these groupings are only a guide, and there may be substantial overlap between them. For instance, many children with social, emotional and behavioural needs may also have learning difficulties.

Inclusion is the responsibility of all adults in the school. However, the Senior Assistant Head Teacher for Inclusion is responsible for leading on inclusion. This involves the overseeing, identification of and provision for groups of children with additional needs, coordinating with outside agencies in supporting the emotional, behavioural and learning issues of pupils, and taking a lead role in fostering the inclusive ethos of the school.

This policy should be read alongside other relevant policies including the Safeguarding Policy, Equalities Policy, Learning and Teaching Policy, Behaviour Policy as well as the SEND Information Report.

## **Definition of Inclusion Terms**

### **Learners with Special Educational Needs and/or Disabilities**

. The Education Act (2014) states that:

*'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.'*

*'A child of compulsory school age or a young person has a learning difficulty or disability if he or she:*

*'has a significantly greater difficulty in learning than the majority of others of the same age, or*

*'has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions*

Lambeth currently categorise learning difficulties into 4 categories:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical

### **Communication and Interaction**

Children and young people with SEN may have difficulties in one or more of the areas of speech, language and communication. These children and young people need help to develop their linguistic competence in order to support their thinking, as well as their communication skills. Specific learning difficulties such as dyslexia or a physical or sensory impairment such as hearing loss may also lead to communication difficulties.

Those with speech, language and communication needs (SLCN) cover the whole ability range. They find it more difficult to communicate with others. They may have problems taking part in conversations, either because they find it difficult to understand what others say or because they have difficulties with fluency and forming sounds, words and sentences. It may be that when they hear or see a word they are not able to understand its meaning, leading to words being used incorrectly in or out of context and the child having a smaller vocabulary. It may be a combination of these problems. For some children and young people, difficulties may become increasingly apparent as the language they need to understand and use becomes more complex.

### **Cognition and Learning**

Children and young people with learning difficulties will learn at a slower pace than other children and may have greater difficulty than their peers in acquiring basic literacy or numeracy skills or in understanding concepts, even with appropriate differentiation. They may also have other difficulties such as speech and language delay, low self-esteem, low levels of concentration and under-developed social skills.

Children and young people with a learning difficulty are at increased risk of developing a mental health problem. They may need additional support with their social development, self-esteem and emotional well-being. A child or young person with a Specific learning difficulty

(SpLD) may have difficulty with one or more aspects of learning. This includes a range of conditions such as dyslexia (difficulties with reading and spelling); dyscalculia (maths); dyspraxia (co-ordination) and dysgraphia (writing).

### **Social, Mental and Emotional Health**

For some children and young people, difficulties in their emotional and social development, can mean that they require additional and different provision in order for them to achieve. Children and young people who have difficulties with their emotional and social development may have immature social skills and find it difficult to make and sustain healthy relationships.

These difficulties may be displayed through the child or young person becoming withdrawn or isolated, as well as through challenging, disruptive or disturbing behaviour. A wide range and degree of mental health problems might require special provision to be made. These could manifest as difficulties such as problems of mood (anxiety or depression), problems of conduct (oppositional problems and more severe conduct problems including aggression), self-harming, substance abuse, eating disorders or physical symptoms that are medically unexplained. Some children and young people may have other recognised disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD), attachment disorder, autism or pervasive developmental disorder, an anxiety disorder, a disruptive disorder or, rarely, schizophrenia or bipolar disorder.

### **Sensory and/or Physical**

There is a wide range of sensory and physical difficulties that affect children and young people across the ability range. Many children and young people require minor adaptations to the curriculum, their study programme or the physical environment. Many such adaptations may be required as reasonable adjustments under the Equality Act 2010. Children and young people with a visual impairment (VI) or a hearing impairment (HI) may require specialist support and equipment to access their learning. Children and young people with a Multi-Sensory Impairment (MSI) have a combination of visual and hearing difficulties, which makes it much more difficult for them to access the curriculum or study programme than those with a single sensory impairment.

Some children and young people with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers. Disabled children and young people Many disabled children and young people also have a SEN. Where this is the case, access arrangements and other adjustments should be considered as part of SEN planning and review. However it may be that the steps to ensure access to mainstream education and related opportunities are sufficient to mean that special education provision does not need to be made.

### **SEND Code of Practice**

If a child's need is related to a learning difficulty or disability, the Special Educational Needs and/or Disabilities Code of Practice will be followed. This is a government document that sets out guidance and regulations for the way children with special educational needs and disabilities are identified and provided for within a school and Local Authority.



## **Identification of Inclusion Needs**

The identification of children who have an additional need/s is done in conjunction with staff, parents and other professionals. This should be carried out within a realistic timescale, whereby the child's progress is reviewed, and assessments by relevant agencies made, and through consultation with appropriate parties including the child's parents. It is important not to jump to inaccurate conclusions or make assumptions about a child's needs. It is also important not to 'label' a child in order to provide a child with a specific type of support.

Most children with additional needs will be identified via their enrolment form and through consultation with parents/carers on their entry to school. However, some needs arise during the child's time at school. Class Teachers will usually be the first person to suspect or identify an additional need. Depending on the particular need, different pathways may be followed.

If the additional need is related to child protection the Head Teacher, who is the Designated safeguarding Lead, will be consulted and the safeguarding policy will be followed. If it is in relation to a Gifted and Talented need, the relevant subject leader responsible for this area will be consulted. If it is in relation to learning, disability, ethnicity, additional languages, social, emotional and mental health needs or vulnerability, the Inclusion Team, led by the Senior Assistant Head Teacher for Inclusion, will be consulted.

## **Whole School Approaches to Inclusion**

Bonneville is committed to generating an ethos where diversity is embraced and respect for all is fostered. We recognise the presence of a wide variety of groups and individuals within the school, and seek to ensure that this is seen as a strength and something of which we can all be proud, as pupils, staff and parents. We recognise that diversity poses challenges for staff in the delivery of the curriculum and in other aspects of school life, and strive to take a flexible and responsive approach to provision within the school to ensure that the needs of all children are met. This is facilitated by differentiation of the curriculum in a whole class context, and by the importance placed within the school on Personal Social Health Education (PSHE) as well as many other actions and initiatives undertaken at Bonneville.

### **Moderate Need Support**

If a child is identified by the teacher as requiring support that is in addition to the standard differentiated support that is provided in class, their parents/carers will be consulted and appropriate additional support will be put into place. This is the starting point of the Code of Practice. The support may be provided by the class teacher, additional teacher or an additional adult working within the school. The support may be 1:1 or in a small group for short sessions once or twice a week, in or out of the classroom. The child should have targets for learning and/ or social, emotional or behavioural issues dependent on their individual needs. The child's progress in relation to these targets is reviewed on a regular basis and feedback is given at adult consultation meetings termly or via individually arranged meetings with teachers and parents/carers.

### **Higher Need Support**

If it is felt that the child requires support in addition to what the school is able to provide, one or more outside agencies may be contacted to work with the school and parents/carers in meeting the child's needs. This process would begin with the initiation of a referral form dependent on the support needed. The agencies may contribute ideas and targets for the

child which will be incorporated into the child's Individual Education Plan (IEP). This will be reviewed regularly by the school and by parents. In some cases, children with complex needs may require an SEND Support Plan. This document outlines more detailed information about the child with a range of targets that are reviewed regularly. This may lead to the school eventually applying for a Statutory Assessment to be undertaken in order to obtain an Education, Health and Care Plan (EHC Plan).

### **Education, Health and Care Plans (EHC Plan)**

If a child requires significant support in school to access the curriculum due to their needs, an EHC Plan may be applied for. The application is usually made by the school in partnership with parents/carers and agencies working with the child. If the local authority approves the application, they will then authorise a full assessment of the child's needs, consider all the information available from a variety of sources and provide an EHC Plan which clearly identifies the child's needs and the support necessary to meet those needs. This is a document that gives a clear outline of the support that the school must provide. Children may be supported by an adult in class within a small group, or supported outside the class setting with a team of adults supporting a focused and differentiated curriculum. This would happen each day, and may also have input from Speech and Language or Occupational Therapy etc.

At all the levels mentioned above, parents/carers are informed and will normally be involved in working in partnership with the school to support their child's progress. Children may move between the levels in either direction or be taken off the Special Educational Needs Register after review and when appropriate.

### **Learners with Learning Difficulties**

At Bonneville we believe that every child has the right to access the curriculum. A child is identified as have a learning difficulty, or special educational need, if they have a significantly greater difficulty than the majority of children of the same age to access the curriculum and require special educational provision to be made for them. The identification may be made by the school, parents, health care, nursery, school or alternative agency. Once the needs are identified the parents/carers are consulted and relevant programmes of work are created to match the needs of individual children. Additional resources may be provided within the limits of the delegated school budget. Realistic targets are set and progress will be monitored and reviewed. Sometimes a child's needs may be beyond the limits of the delegated budget and a statement of educational needs may be needed. (See below for further details).

Some children will arrive at Bonneville with an identified Learning Difficulty or Disability. However, for many children such needs do not become apparent until they are slightly older. Learning difficulties are usually identified by the class teacher who may notice that a child has an unidentified need. Parents/carers may also notice that their child has a particular need and they may alert the class teacher.

Children's needs may also be identified through the analysis of data. This data may be teacher assessments; end of year optional tests; reading tests; spelling tests; phonological understanding tests; classroom observations and book scans. This is not an exhaustive list. As the assessments are analysed it may become clear that a child is not reaching age-related expectations in one particular subject or in several subjects across the curriculum.

The class teacher will adapt learning opportunities to ensure the needs of the child are being met. The teacher will alert the Senior Assistant Head Teacher for Inclusion to the need and the teacher will manage the need through support in class. Further brief assessment may be carried out to identify the child's needs. The teacher will discuss the concern with the parents/carers. If the need continues after support in class is given a further meeting will be held with the parents/carers to decide on the best course of action. The Senior Assistant Head Teacher for Inclusion may be invited to be part of this meeting. If the need appears to be due to a learning difficulty and the parents/carers are in agreement, then the SEND Code of Practice will be followed.

### **Learners with disabilities**

At Bonneville we aim that all children with a disability are identified as soon as possible so that provision can be matched to need. This is done with parental involvement and in consultation with outside agencies where appropriate. Some disabilities may give rise to specific needs in relation to learning, however others do not. The school liaises with parents/carers and healthcare professionals such as nurses, visual and hearing services, physiotherapists and occupational therapists to ensure the school provides appropriate support for the individual child. If a need puts the child at risk in anyway, permission may be sought from the parents/carers to display a photograph of the child in a central place so that all adults are aware of their needs.

### **Learners with social, mental and emotional health needs**

At Bonneville we have children with a wide range of needs arising from environmental factors, such as family bereavement, complex families dynamics and social influences. Other children may have needs that arise from organic factors such as Autistic Spectrum Condition (ASC) or Attention Deficit and Hyperactivity Disorder (ADHD). We seek to support all children in their social, emotional and mental health development so that they are able both to develop holistically and to access learning. Some of these children may have an allocated Social Worker from Social Care and some may be subject to a Child Protection Plan. (Please see our Safeguarding policy for further details).

### **Children who are 'Looked After' by Lambeth**

'Looked After Children' (LAC) have their care overseen by the local authority. At Bonneville we have a designated teacher for Looked After Children. Currently this is the Senior Assistant Head Teacher for Inclusion. The designated teacher will ensure that communication is occurring between the Local Authority, Social Care, carers of the child and the school. Sometimes the children will be permanently looked after and sometimes it will be on a more temporary basis. The designated teacher will make a judgement on a needs-to-know basis of who needs notifying of any changes in home circumstances that may be affecting the child.

### **Gifted and Talented and more able learners**

At Bonneville we believe that all children should be extended to achieve their full potential. Class teachers are responsible for differentiating the curriculum to ensure that more able children are extended. This may be by planning extension and/or open-ended enrichment activities which encourage higher order thinking skills. This ensures that more able pupils can move on to more creative enquiries and pursue independent study. For numeracy, English and Reading, children are grouped within the class or within sets according to their ability and work is pitched at their level. The school aims to provide cross-curricular



enrichment projects for identified children wherever possible throughout the year. This is often done with our partnership schools or within our local cluster of schools.

### **In Class Differentiation**

All teachers have responsibility for differentiating 'Quality First Teaching', under the overall supervision of Subject Leaders and the Senior Leadership Team. Teachers also have responsibility for implementing relevant teaching strategies and to provide appropriate resources to ensure that different groups within a class can access the curriculum.

### **Learners who are vulnerable**

At Bonneville we will strive to ensure that the school is a safe and happy place for all children. If we are concerned about the welfare of any child it is our duty to notify Social Care. If we feel a child is in immediate danger we may contact the police. The Senior Assistant Head Teacher for inclusion and Designated Safeguarding Leads and other relevant staff members, will co-ordinate support given to those learners who are considered vulnerable. (Please see Safeguarding Policy for further details).

### **Inclusion relating to Children In Need and Vulnerable Families**

As a school community we have a wide and very mixed range of families of differing cultural, religious and socio-economic groups. Many of our children come from families who may be financially constrained in terms of their ability to fund events such as school trips. We take great care to ensure that no child is unable to attend educational trips due to family circumstances. We regularly investigate funding opportunities to help us subsidise costs of trips for vulnerable children and our pupil premium is also, in part, used for this purpose. Our close links with parents and carers means that if difficulties around costs arise, they can come in and speak to a member of staff to ensure that no child will miss out on events taking place that have a cost attached. We are always willing to work closely with any of our vulnerable families by means of giving advice and signposting services available outside of school. We strongly believe that all children should have equal opportunity to the educational experiences we offer, no matter what their background or financial position.

### **Learners for whom English is an Additional Language (EAL)**

Children at Bonneville for whom English is an additional language will be identified and supported. Their level of fluency in English is assessed and graded (see below), which helps us set targets to focus on their next steps for learning. If parents require a translator when communicating with school, the school will facilitate this.

Children are identified with EAL when they enter school; this is done through their enrolment form or consultation with parents/carers. A child is identified as having EAL if the language(s) spoken in the home when they were young were in addition to English. When the child begins at Bonneville their language is assessed for language fluency using the Lambeth Fluency Stages;

Stage A - New to English

Stage B – Early Acquisition

Stage C – Developing Competence

Stage D – Competent  
Stage E - Fluent

The assessment enables us to set learning goals for the children based on their next learning steps. Some children may receive 1:1 or small group support for their language acquisition and development. These groups may use of drama, books, speaking and listening activities, games and practical activities to support their learning. The programme 'Talk Partners' is used throughout the school to support children in structuring their language. The Assistant Head teacher for Inclusion, working with the school's EAL co-ordinator oversees the collection of data for EAL children and oversees the provision given to them. The EAL co-ordinator as well as other identified staff members run language groups and programmes for children to further develop their language fluency.

It is important to note that, although children with EAL do not necessarily have a Special Educational Need (as defined by the Code of Practice), nevertheless a child with EAL may also have a specific SEN.

### **Ethnic Minority Achievement**

Bonneville has children from a wide range of ethnicities and backgrounds. Parents/Carers are encouraged to identify their child's ethnicity and also the parents' countries of origin on their enrolment forms. This data is used to track the progress of children in particular ethnic groups to identify if any particular groups are at risk of underachieving. Lambeth has identified a number of ethnic groups who are at particular risk of this but schools are encouraged to identify their own groups and track their progress. If we consider children to be at risk of underachieving and no additional needs are identified, such as a learning difficulty or EAL (English as an Additional Language), then the school will look at how to put specific support is put in place to accelerate progress. The ethnic and linguistic heritage of our children is celebrated throughout the school year and through the curriculum.

### **Partnership with Parents/Carers**

Parents/carers are actively encouraged to be participants in their child's education. Information is shared in newsletters, personal letters, phone calls and meetings as well as via our school's website. Members of the Inclusion team are also available before, during and after the school day for meetings. It is vitally important that parents, carers as well as the adults in school work as a 'team' to improve the chances of those children with identified additional needs.

### **Finance and Budgeting**

Delegated funds are decided upon at the start of each calendar year depending on the number of children on the Code of Practice and upon their particular needs. The funds will then be allocated through a variety of means. Funds can be used in a range of ways to support children such as buying in new resources or equipment where appropriate. Some of the fund will be also used to pay for outside agencies requiring payment, for example an Educational Psychologist or a Speech and Language Therapist.

It must be noted that due to the high level of needs in many schools, realistic expectations must be made on the amount of resources, equipment and staff a school can provide to support children's additional needs. The Senior Assistant Head Teacher for Inclusion is

responsible for prioritising the needs of individuals and groups of children in school and he is regularly reviewing this in an on-going basis.

## **Governors**

The SEND Link Governor meets regularly with the Senior Assistant Head Teacher for Inclusion and reports back to the governing body as necessary.

## **Complaints Procedures**

If parents/carers have concerns about the provision their child receives then they are encouraged to first speak to the class teacher. If the issues are not resolved parents/carers are encouraged to speak to the Senior Assistant Head Teacher for Inclusion. If the issues are still not resolved then they are encouraged to speak to the Head Teacher.

## **Policy Review**

The concept and practice of inclusion is constantly changing both nationally and locally. As part of the school's programme of self-review the governors and staff of Bonneville Primary School will regularly review the policy and implementation strategies to ensure that they reflect best practice. This policy should be read in conjunction with the school's Equalities Policy, safeguarding Policy and the Learning and Teaching Policy.

## **Pupil Premium**

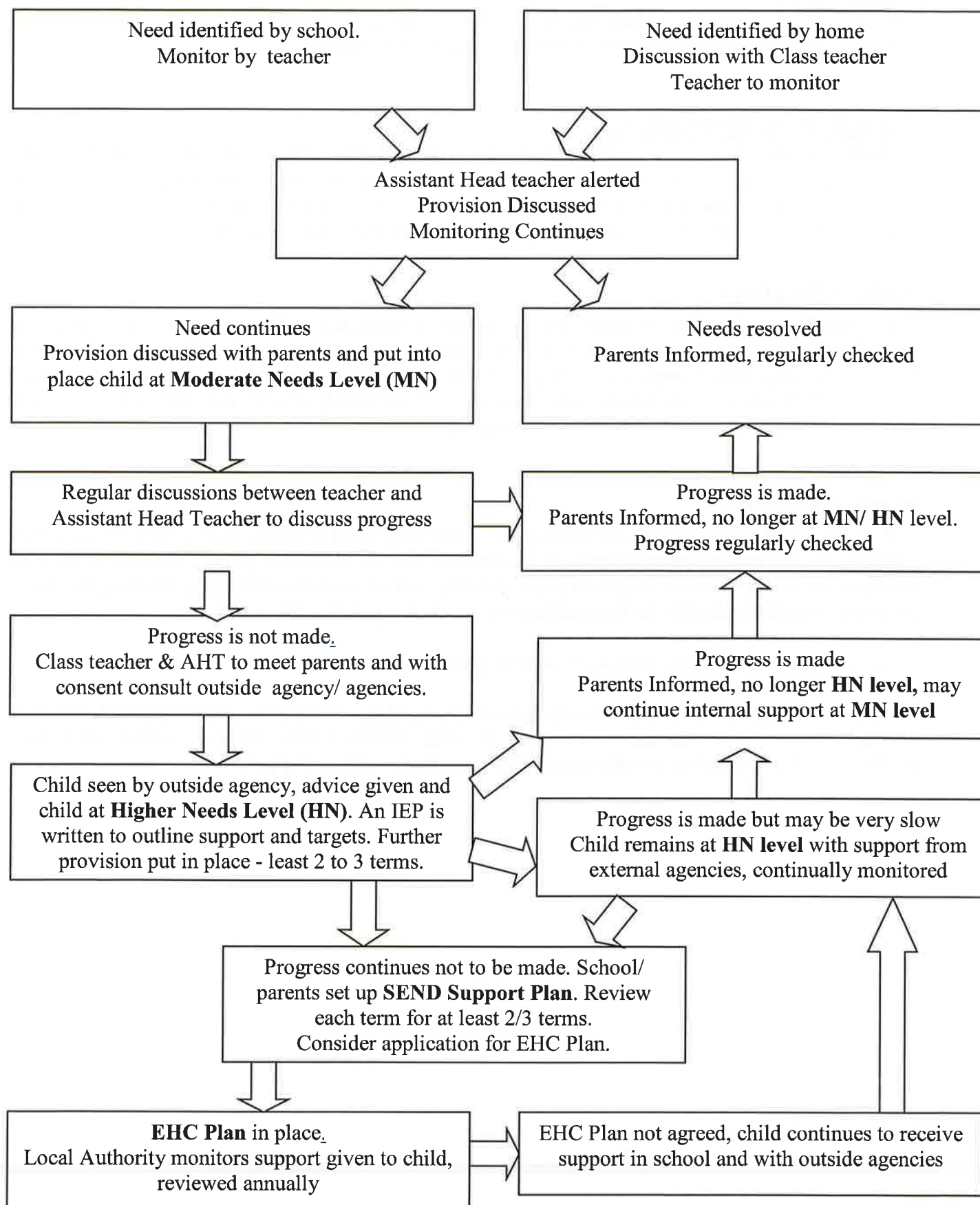
The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers. In the current financial year, schools will receive the following funding for each child registered as eligible for free school meals at any point in the last 6 years:

- **£1,320** for pupils in reception year to year 6

Schools are required to use this funding carefully to support children who are disadvantaged and are required to demonstrate how they use this on their school website. Outcomes based on the use of this funding are also available (see Bonneville website).

## Appendix 1

### Flow Chart Showing Pathway for children identified with additional needs regarding learning





## **Appendix 2** **Current Provision**

### **In School Provision**

We have a large inclusion team that are deployed to ensure all children have their needs met. They are:

#### **Senior Assistant Head Teacher for Inclusion**

He has responsibility for the overall control of delivery of inclusion support in school, including accessing and managing external agencies who come into school to support groups and individual children. He works closely with parents/ carers, all teachers and support staff, external agencies as well as working with the local authority where appropriate. If you require to contact the Assistant Head Teacher for Inclusion, please make an appointment with him via the school's reception desk.

#### **Higher Level Teaching Assistant (HLTA) –EAL**

The HLTA for EAL, in conjunction with AHT for Inclusion is responsible for monitoring the progress of all children who are EAL in school. She organises groups and activities to help develop pupils language skills and meets with other adults in the school to advise them of how to support children who are EAL in lessons. In some instances, it may be felt necessary to set up an Individual Language Plan for a child who arrives with little or no English. This allows staff and parents to set specific targets based around language development and identify strategies and resources to better support their progress.

#### **Higher Level Teaching Assistant (HLTA) for Pastoral Support**

Many children are held back by issues outside of school, such as complex family needs, bereavement, financial needs and a variety of other difficulties. This often has a very detrimental effect on a child's ability to develop their potential. We place a huge importance on children being happy in and out of school and we feel that this is vital in terms of being able to ensure that children can learn and flourish as they grow up. Our HLTA for Pastoral Support works with individual children and groups to help them overcome these barriers to learning and progress. Time is spent with children to help develop strategies to overcome low confidence and self-esteem, friendship issues or other complex family needs such as separation or bereavement.

#### **Inclusion Learning Support**

Bonneville has a team of Inclusion TAs who support children with complex needs in school who have an Education, Health and Care plan. They enable each child to access the curriculum and differentiate lessons appropriately to meet the ability needs of each pupil. In some cases, they will lead intervention groups outside of the classroom and support children to make progress in areas of need identified by staff.

The Inclusion Team works alongside class teachers to support children at Bonneville. The Senior Assistant Head Teacher is responsible for developing the Inclusion policy and Inclusion Action Plan and oversees their implementation to ensure the learning needs of every child are correctly identified and targeted.

The team supports class teachers to identify the needs of the children and work in collaboration to develop targets with the child, teachers and parents. They may work with

children, in small groups in or outside the classroom. They may work directly with children, assess learning and set targets for future learning. The team liaise with outside agencies and ensure the correct provision is given to the children. They will also ensure that suggestions made by the outside agencies are implemented. They monitor the quality of provision through assessing lessons, plans, workbooks and working in collaboration with teachers to ensure the needs of all learners are addressed. They also help develop the knowledge and skills of school staff to support all children at Bonneville.

Provision may consist of:

Differentiated support within the classroom.

Teacher working with a small group as part of an intervention

Inclusion TA working with a small group or 1:1 with a pupil

HLTA working with a small group or on a 1:1 basis dependent on specific need

### **Resources:**

We have a wide range of resources to promote Inclusion at Bonneville. These include kinaesthetic objects to encourage learning. We have a range of books, written material and games that can be used to target specific needs.. We have magnifiers to support those with visual impairment, OT equipment to support children with sensory needs. There is also a range of materials to support staff in their professional development covering a wide range of Inclusion topics. We use ICT regularly to support children with additional needs including iPad applications and interactive teaching programmes. We also have a large outdoor area which we can use for a range of interventions such as Forest School or outdoor learning opportunities.

### **Provision from Partner Agencies**

If a child receives support from an outside agency there is close liaison between the agency, child, school and parents/carers. Currently at Bonneville we receive support from a wide range of agencies. Sometimes the support is in the form of advice and training and at other times, children will be seen on an individual or small group level. Currently Bonneville receives support from:

**Speech & Language Therapist (SALT)** (1 day per week) Some children receive direct, paired and group therapy. The therapist will develop bespoke targets for identified children which are shared with the teachers, TA and parents. These targets are then worked towards at different times in the school week. Our therapist works in school closely with all support staff and leads training sessions to upskill staff on a regular basis in order that they can deliver speech and language therapy when the therapist is not in school.

**School Counsellor** (1 day per week) Some children who have more complex social and emotional needs that cannot be met by internally employed school staff, attend weekly sessions with our counsellor. Based at school, she is able to support children and parents at short notice, who need regular support to work through complex issues that are having a direct impact on their emotional wellbeing. This is a well-utilised resource in school and allows us to act quickly to support key individuals when required at very short notice. This helps us to prevent long waiting times via CAMHs and helps to avoid any further deterioration in terms of behaviour or emotional wellbeing, and is an important element of our social, mental and emotional health provision.

**Educational Psychologist (EP)** (approximately 10 half-day school sessions per academic year) – The EP offers advice to school. Some children are worked with on a 1:1 basis. The EP may identify needs which are used to plan for future learning. They will also help us identify underlying issues children may have around their learning and make appropriate recommendations to staff to help us better support those pupils in school.

**Lambeth Autism Advisory Service** (approx ½ day every half-term). The outreach teacher provides advice and support to those working with children on the autistic spectrum, with support identified on their EHCP. Support is also given on a 1:1 basis with the children. Advice is incorporated into provision for future learning.

**Visual Impairment Support Service (VISS)** (as needed) – advice and support in relation to pupils with visual impairment.

**Child & Adolescent Mental Health Service (CAMHS)** (as needed) Some children may be referred to CAMHS if they have a significant emotional need. The need may be related to an educational need. CAMHS also provide assessment for children who may be identified as having ADHD. A child will usually need a CAF form to access CAMHS.

**Social Care** (as needed) Social Care covers a wide remit. Some children may be referred to Social Care if there are concerns about their welfare (please see child protection policy). Other children may be referred to the children with disability (CWD) team who may provide additional support and resources for a family. Other children may be referred in partnership with parents/carers for additional support for the family.

**School Nurse** (as needed) The school nurse has a close relationship with school. She co-ordinates regular health interviews and checks for our children. She is in contact with local GPs to ensure our children receive the best possible medical care. She is also part of core groups for children with a child protection plan.

**School Doctor** (as needed) Referrals may be made to the school doctor if a child has a medical need which is impacting their learning. The school doctor may also be involved in child protection cases.

**Autism and Related Disorders Team -ARD Service** (as needed) a child may be referred to ARDS if there are concerns that the child may have social and communication difficulties or be on the autistic spectrum.

**Family Support Workers** (as needed) Family Support Workers are accessed by the CAF form. They may support families in a variety of ways to ensure the best for the child. They may support with accessing clubs and activities, signposting to a variety of agencies, supporting families through difficult times, escorting children if the parents are unable and supporting parents in meetings.

